DOCUMENT RESUME

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ABSTRACT

The learning module described here focuses on the revision of secondary school curriculum as it relates to phase-elective, nongraded, flexibly scheduled instructional programs. The main purpose of the material is to make available to teachers in inner city schools materials, lectures, discussions, consultations, and visitations emanating from the Maury High School regenerative instructional program. The rationale is that other inner city schools may use the program as a guideline for their nongraded curriculum. This descriptive report provides information on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: DISSEMINATION/DIFFUSION PROJECT - MAURY HIGH SCHOOL (Title IV-C)

Publication Date(s): 1971, 1974

Intended Users: School administrators, curriculum and guidance coordinators, secondary teachers, particular in inner-city schools

Grade Level(s): Secondary school

Number: Individual or group

Primary Focus: The product "emphasizes instructional relevancy for every student from the lowest achiever to the most talented," according to the developer.

School subject(s) and/or inservice topic(s) covered:

The revision of secondary school curriculum as it relates to phase-elective, non-graded, flexibly scheduled instructional programs, is the inservice topic addressed by this product. Included are such items as A Study of Teacher Attitude, An Analysis of Student Opinion, Curriculum Flow Charts by Department, Sample Newsletter to Students and Parents, Instructional Guide for Scheduling and Plan for Planning Secondary School.

What participant does in using the materials:

The participant reads the product's 27 components, engages in discussion with administrators and curriculum experts, and adapts the program to his/her own school system's needs.

Resources:

Program resources include 27 components (printed booklets and brochures) and program implementation will require a curriculum coordinator for secondary schools.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Describer critique:

This product's adaptability is excellent. The flood of material provided free or inexpensively is impressive, if perhaps too intensive. The organization of individual components is professional and easy to follow.

TS80 (TS) programs - (II) curriculum methodology - (M) achievement - (CM) behavioral modification TD

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1.0 PURPOSES:

The main purpose of the material is to make available to teachers in inner-city schools materials, lectures, discussions, consultations and visitations emanating from the Maury High School regenerative instructional program.

The rationale behind the development of this product is that other inner city schools may use the program as a guideline for their non-graded curriculums. The purposes of the program are to:

- "Provide greater relevance of the instructional program to student requirements;
- Develop student behavior patterns that do not disrupt the learning process of others;
- Promote student achievement of intellectual and/or vocational skills necessary for self-sustaining roles in the world of work;
- Equip teachers for effective teaching of students of diverse socio-economic backgrounds;
- Renovate the present physical structure to accommodate a flexible program of instruction; and
- Provide greater flexibility in school organization and scheduling".

2.0 CONTENT — Scope and Sequencing of Topics:

The program was designed as a series of instructional modes to be used very flexibly. Therefore, no particular amount of time or sequence is needed, though each system may establish its own structure from the many modes available.

Included in the packet are:

Pacemaker News	41 pages
A Study of Teacher Attitude	27 pages
An Analysis of Student Opinion	19 pages
Brochure-Brief Outline of Program	12 pages
Sample Student Schedule	1 page
Outline of Maury Activity Package and Sample	31 pages
Sample Course Outline	10-30 pages
Sample Course Syllabus	1 page
Sample Learning Unit Plan	@ 1-2 pages
Curriculum Flow Charts by Department	@ 1-2 pages
Maury Floor Plan	4 pages
Sample Newsletter to Students and Parents	2-4 pages
Sample Maury M-Gram	1 page
Specific Course Syllabi (over 800 to be selected from the Student Curriculum Guide)	
Student Curriculum Guide	153 pages
Student Handbook	40 pages
Faculty Handbook	
Instructional Guide for Scheduling	23 pages
Part I: Validation Report	8 pages
Summarized Lecture Presentation	10 pages
Survey of 1973, '74 Graduates	35 pages
Survey of 1974, '75 Graduates	38 pages
Survey of 1974, '75 Teachers	13 pages
Study of Parental Attitudes	18 pages
Maury Philosophy and Objectives	6 pages
Departmental Philosophy and Objectives/Techniques	55 pages
Plan for Planning Secondary School	

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Users of the program read the material, discuss it with peers and administrators, and adapt various departmental plans to his or her own school system's needs.

3.2 Help given in use of product:

Very explicit, extensive plans for every conceivable aspect of the Maury program are included--physical plant, public relations, curriculum, teacher/student guides. There is, however, no instructor's guide to indicate how an inservice trainer would use the components.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is no evaluation offered per se; however, the many components demand constant and thoughtful analysis--which may serve as a check and guide for the participant.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

A program coordinator is required for course implementation. The product itself contains 27 components (listed under 2.0), and users will need to retain curriculum experts from their own systems.

5.2 Distributor name/address:

Maury High School Phase Elective Non-Graded Program
322 Shirley Avenue
Norfolk, Virginia 23517

Harrison G. Dudley, Dissemination Project Director
(804) 441-2448

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
DISSEMINATION/DIFFUSION PROJECT-MAURY HIGH SCHOOL (Title IV-C)				
Most of the components listed under 2.0 are free upon request from the project director. The following do require payment:				
Student Curriculum Guide	$2.00	no	1	yes
Student Handbook*	1.00	no	1	yes
Instructional Guide for Scheduling	3.00	no	1	yes
Plan for Planning Secondary School Forward Looking Program*	3.00	no	1	yes
Faculty Handbook	3.00	no	1	yes

*Payment not mandatory

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Maury High School, Norfolk, Virginia, developed the Phase Elective, Non-Graded, Flexibility Scheduled Program.

The Project Director for Dissemination is Harrison G. Dudley, Maury High School, 322 Shirley Avenue, Norfolk, Virginia 23517.

6.2 How developed and when:

"The program was validated on 1 July, 1974, and subsequently recommended for national visibility. It emanated from an ESEA Title III assisted project: Regeneration, Inner-City School Survival. Now offers about 350 courses and utilizes the full spectrum of instructional modes. The Phase-elective aspect has been adopted by the other 14 high and junior high schools of Norfolk's Public Schools System."

6.3 Evidence of effectiveness with users:

Some evidence of effectiveness comes from the establishment of a follow-on Title III Program for Dissemination and Diffusion, which was established at Maury for the purpose of making the school's instructional design available. "Moreover, the Maury experiences have contributed to better articulation and understanding of many problem areas....During the [recent past], lecture presentations and materials have been provided nationwide, primarily to secondary schools...."

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product was designed to share the Maury experience and it is a comprehensive package which includes very specific detail.. It is clearly written, well organized. Its high degree of adaptability is a key feature. Technically, the package tends to be cumbersome, with its 27 components.

Content accuracy/social fairness/community acceptance issues:

Content appears accurate. Some users will find that the Maury program, designed as it was for one specific inner-city secondary school, emphasizes courses and issues not relevant to another given system.

Effort has been made to avoid racial, ethnic or sexual bias.

Overall summary/comment:

This product composes an excellent picture of the dynamics of one non-graded, flexible secondary instructional program. Exhaustive detail of all possible angles is presented. The product's rationale is clearly explained -- in fact belabored in some places. The booklet, "Survey of 1974-1975 Teachers: An Analysis of Attitudes and Opinions" is a positive feature. A drawback to use of the product is the awkwardness involved in handling so much material.

MN-6/77